

**THE INSTRUCTIONAL DESIGN FOR ENGLISH  
AT INTEGRATED ISLAMIC ELEMENTARY SCHOOL OF  
SMART CENDEKIA KARANGANOM, KLATEN:  
A NATURALISTIC STUDY**

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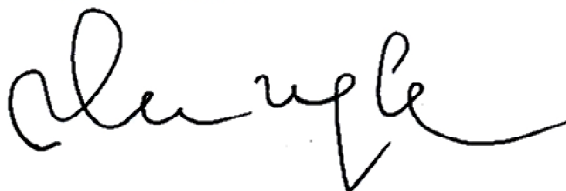
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## **ABSTRACTION**

**Sutrisno** : The Instructional Design for English at Integrated Islamic Elementary School of Smart Cendekia Karanganom, Klaten: Naturalistic Study. Muhammadiyah University of Surakarta. 2014

English has become the main device as a bridge of international communication. The existence of English at Integrated Islamic Elementary School (SDIT) of Smart Cendekia Karanganom includes a recent issue which has invited much attention to Education and Culture Ministry. Departing with the phenomenon, the existence of instructional design is obviously needed in English teaching specially in Elementary School. The research problem of the study was how the instructional design of English teaching at SDIT Smart Cendekia Karanganom. The objectives of the study are to describe the instructional design of English teaching at SDIT Smart Cendekia that encompasses instructional material, syllabus, learning objective, method of teaching, and Teaching evaluation. The research is naturalistic study. The efforts of study overview notional-functional syllabus which are categorized into novice, elementary, intermediate level. The learning objectives are general and specific learning outcome. The instructional material is divided into printed and visual material. Teaching design is divided into Teacher's role, student's role, classroom procedure and classroom activities. Media are grouped into two forms: The first is printed media such as picture, white envelop and colorful paper. The second is unprinted media that entails slide. The evaluation describes evaluation model and kind of evaluation. The evaluation models are dialogue completion task, multiple choice and reading task. The kind of evaluation involves formative and summative evaluation. Relied on the finding, discussion, conclusion and implication, the writer suggests for English teacher to encourage students' engagement in the classroom. The application of diverse methods, technique are obviously needed in English teaching. The writer also recommends for future researcher to expand the study in other research field.

**Keywords: Instructional Design, Teaching, Learning**

## **INTRODUCTION**

### **A. BACKGROUND**

Language is primarily an auditory system of symbols. As Erton (1997:) claims, “The functional study of language means, studying how is used. For instance, trying to find out what the specific purposes that language serves for us, and how the members of language community achieve and react to this purposes through speaking, reading, writing and listening.” There, in order to structure a good pragmatic competence, functional study of the target language should be one of the vital goals of the language curriculum. In this way, however, the language learner not only learns to participate accordingly in classroom discussion, but also experiences the ways of interaction in natural settings. In so far as it is articulated it is also a motor system, but the motor aspect of speech is clearly secondary to the auditory. In normal individuals the impulse to speech first takes effect in the sphere of auditory imagery and is then transmitted to the motor nerves that control the organs of speech.

Instruction as anything that is done purposely to facilitate learning. It include constructivist methods and self instruction, as well as more traditional views of instruction, such as lecture and direct instruction (Reigeluth and chellman 2009: 6). Instructional material has an essential role in teaching learning process. The teacher uses the material to build student’s ability and knowledge. It should help the student to comprehend the lesson easily. Therefore, the instructional material should be suited to syllabus. The instructional material also developed students’ interest. It can be accepted the existence of attractive material will make the students’ interest. It depends on teacher’s creativity to combine the material to student in various classroom activities. The previous finding revealed that the role of instructional material was needed to develop the student’s language ability. It also helps teacher to avoid inefficient in their teaching process. The taking part of material is so essential in the classroom. The teachers can not deliver their instructional design without the existence of material. Richard (2001) argued that instructional materials generally serve as basis for much of language inputs for learners receive and practice language that occurs in the classroom. Communication, which is the very object of speech, is successfully effected only when the hearer’s auditory perceptions are translated into the appropriate and intended flow of imagery or thought or both combined. Hence the cycle of speech, in so far as we may look upon it as a purely external instrument, begins and ends in the realm of sounds. The

concordance between the initial auditory imagery and the final auditory perceptions is the social seal or warrant of the successful issue of the process. As we have already seen, the typical course of this process may undergo endless modifications or transfers into equivalent systems without thereby losing its essential formal characteristics.

In line with this requirement, because of the importance of English, our government has special program that is trying to teach English in the elementary school, beginning from the fourth grade up to the sixth grade. This is stated in GBPP 1994 number 208/130 that English is taught as a local content. Perhaps the main point of this program is to help Indonesian students to master English as a foreign language and international language, in order to master the technology and science. By teaching English earlier in elementary school, the government hopes that English will be learned by the Indonesian students more easily than before, remembering that they have to prepare to get higher education. Based on 1994 curriculum, every elementary school should teach English in their school. However, some of the elementary schools have no preparation on this case, especially teachers who will teach the English subject. Sometimes, they are teachers from any subject and they are trained for several times to become English teachers. It can be said that the English teachers in elementary schools are not professionals. Teaching English in elementary school is different from teaching English in the higher education because the students in elementary school are categorized as children. Elementary school students are children who still like playing, they are very active and mobile; and they enjoy and having fun. While, higher education school students are adult who can adapt in any situation. In teaching English to children, the teacher has to be able to make the materials become interesting and teach it as simple as possible. Beside, the teacher must be creative and energetic in managing the classroom in order to avoid the children's feeling, like boring, lazy and difficult to learn. An English teacher has their to give explanation, it means that every school has difference in teaching learning process.

Teaching English in elementary school is different from teaching English in the higher education because the students in elementary school are categorized as children. (Brumfit, 2010:167) young children 'Love to imitate and mime; they are uninhibited in acting out roles, and they enjoy repetition because it gives them a sense of assurance and achievement.' This being so, an essentially oral approach is ideal, using patterned activities like games, songs and short dialogues which lend themselves to repetition. Young children are physically active.

The injection into primary English teaching of physical movement for the sole purpose of letting off steam is an acknowledgment only of childish restlessness.

Teaching elementary school requires a series of competences. The natural developmental patterns of the primary school child, then, suggesting an initial concern for naming things—nouns—and identifying where things are—prepositions—and doing things to things—verbs—opens up the world of action and role-playing. Giving, and taking and holding grows into helping in the house; collecting and carrying becomes shopping; playing with clothes develops into getting ready to go out and the putting and taking, the pushing and pulling, the hiding and finding crystallise into the simulated activities of parents, animals and work-people of the familiar world. The sex-role stereotyping of the maturing young child—little girls *are* by nature more interested in dolls and kitchens, little boys are more interested in boats and trains and lorries is something to be exploited in the language activities, rather than shaped by the sociologically zealous teacher. Whatever is a natural topic in the mother tongue is a suitable topic for English (Broughton, Brumfit, Flavell, Hill and Pincas, 2010:171)

Naturalistic intervention, sometimes referred to as *milieu teaching*, is used to promote communication development in children. Naturalistic strategies are effective with children with a variety of disabilities and can be used to generalize communication skills or to teach new skills. These strategies are also effective with nonlinguistic communicators as well as children who have some language. Though there are many specific kinds of naturalistic strategies, they all share the characteristics listed below. Such as : a. involve brief interactions between a child and an adult, b. occur in informal settings and activities, c. provide opportunities to learn new skills or practice skills, d. are based on children's interests, e. have naturally occurring reinforcers, and f. do not affect the natural flow of the interaction (Sapp, W.K. 2005:4)

Teaching at elementary school may require the use of a multiple intelligences method. The method describes the human intelligence by eight main ideas – children and people are body smart, word smart, number smart, people smart, art smart, self smart, music smart and nature smart. Then, when pupils learn history, per example, they may sing songs, draw pictures, go to school dressed as the people they are studying for. They are taught via activities, which develop and use their specific talents. When it is time for an exam, pupils are able to recall what they have studied as the knowledge is deeply ingrained.

The theory of multiple intelligences, which was proposed by Harvard education professor Howard Gardner, suggests that there are different approaches to find how students learn and understand concepts and abstract ideas. The approaches suggested by the method have practical value in the classroom. Hence, children who have problems with math could learn to multiply, for instance, using a different approach or may have intelligence which will allow them to develop in other fields or may simply be looking at and understanding the processes at a deeper level. The method suggests that a child who has no problems with addition and subtraction is not necessarily more intelligent than a child who has difficulties with math (questia Trusted Online Research, 2012)

From the phenomena above, the writer wants to conduct a research on the instructional design for English at integrated Islamic elementary school of Smart Cendekia Karanganom, Klaten: naturalistic study. The writer chooses school because he wants to know the instruction of teaching learning that is used in there. There are many research articles that have arranged by some people which discuss about instructional design. It is indispensable for the writer and may for the reader to capture the more specific and what is the different or similar point between the exploration with the preceded research that have done by other investigation.

The first study has written by Gocer's work (2010) His research entitled "A qualitative research on the teaching strategies and class application of the high school teachers who teach English in Turkey as a foreign language" (Erciyes University Faculty of education). The objectives of the study are 1) To describe on teaching strategies and class application who teach English as a foreign language in Turkey 2) to conduct a case assessment about the teachers 3) To offer the language lecturers their and class activities which are considered efficient and used in the learning teaching process. The first research the writer focused on teaching strategies and application classrooms. such factors as students' low interest and perception levels, the unnecessary and difficult grammar subject within the curriculum and low number of lesson hours complicate the foreign language education. The ability of the teachers to prepare an environment for the functional learning by acting with the strategies which will make the learners effective is important. The teacher must not only direct the students to the information source, but also form the environment in which the students

transform the information reached by themselves into the skill which means using this information in real life.

The second study is Abrar's work (2012) with his investigation topic, "Teaching-Learning process of English at English Course: An Ethnographic Study in Pare, Kediri, East Java. His research finding is generalized on how teaching-learning process of English at course and also portrayed the component of teaching-learning process. His finding research is description of English course that is one of non formal educations which have own authority to determine the component of teaching-learning process. For so case that previous research was also dissimilar with this inquiry work. It reveals the instructional design at formal education which its elements have arranged by national government.

The furthermore was research by Hussein's work (2012) entitled "Analysis of the real situation of teaching reading comprehension" (Assistant Professor, Department of Language and Literature Al-Zaytoonah Private University of Jordan, Amman, Jordan, April). This research the writer identifies reading comprehension skills which first year students can work with understanding fully a piece of writing. To identify these skills, it is advised to form a committee from those who have a long experience in teaching reading comprehension that they are literary readers and their attempts to go beyond the literal meaning are very limited and make students aware of the fact that reading comprehension is a process of thinking, evaluating, judging, imagining, and problem solving. Students must understand and know about the context, its to increase on reading comprehension.

Another study entitled "Teaching English to Children with ADHD (Attention Deficit Hyperactivity Disorder)". It was written by Turketi's work (2010). The result 1) by focusing on the needs of learners we actually live up to our teaching goal and make the learning process successful and enjoyable for all our students. 2) We should discard the notion that the presence of ADHD and other students in our classes, whose learning abilities demand the use of non-traditional methods and techniques, poses some kind of an obstacle or encumbrance for our teaching. 3) We should look deeper, use them as a source of inspiration, imagination and creativity, and enable them to bring out their inborn abilities so that they in turn can bring exciting and rewarding changes to our world.

The next is Dafei's work (2008) entitled "An Exploration of the Relationship Between Learner Autonomy and English Proficiency" (Northern Alberta Institution of Technology,



Edmonton, AB, Canada, and a graduate in English and Cultural School from the Guangdong University of Foreign Studies, Guangzhou, China). The results of the study indicate that 1) The students' English proficiency was significantly and positively related to their learner autonomy 2) There are no significant differences among the students' learner autonomy when their English proficiency is not significantly different but There are significant differences among the students' learner autonomy when their English proficiency is significantly different. 3) The more autonomous a learner becomes, the more likely he/she achieves high language proficiency.

Integrated Islamic Elementary School (SDIT) prepares to excellent schools with Fullday School curriculum concept that combined the set curriculum by the nation education with curriculum of Integrated Islamic (IT), learners are expected to have a complete unity between science and personality. With the autonomy concept of a school or school-based management system is expected the school's management will be better and produce more independently of graduates quality. With a curriculum that will be developed, then it makes the solution for today's society. we knew that the delinquency rate is very difficult to control, promiscuity can strike to anyone. So we will concept this school in order to produce the young moslems generation who have a good personality. Our determination to continue the establishment of schools with a higher level with more rounded consideration, such as the good responsibility from the public about the learning model at Integrated Islamic Elementary School, a lot of poor people who want to develop their potential education. We provide greater opportunities for people to participate in a real contribution and charitable pay to build Islamic civilization.

## **B. Underlying Theory**

The underlying theory was consisted of previous study and theoritical review. The previous study encompasses several researchers who have conducted the study of teaching learning process of English. They are Gocer's work (2010) was publised by Erciyes University Faculty of education, Abrar's work (2012), was published Muhammadiyah University of Surakarta. Hussein's work (2012) was published Assistant Professor, Department of Language and Literature Al-Zaytoonah Private University of Jordan, Amman, Jordan, April, Turketi's work (2010), was published School for International Training

Brattleboro, Vermont USA and Dafei's work (2007) was published Northern Alberta Institution of Technology, Edmonton, AB, Canada, and a graduate in English and Cultural School from the Guangdong University of Foreign Studies, Guangzhou, China.

The theoretical reviews are consisted from Some underlying theories are syllabus, learning objectives, method of teaching, teaching evaluation. In teaching process, it is known the term syllabus. Wilkins (1981:83) pointed out that syllabuses are specification of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process. Widowson (1991:127) stated that a syllabus is an idealized schematic construct, which serves as reference for teaching. Syllabus is a statement of content which issued as the basis for planning courses of various kinds (Nunan, 1998:63). In harmony with his idea, Brown (1994:16) defines syllabus as design for carrying out a particular language programmed.

### **C. Research Methodology**

Naturalistic observation method is a kind of observations made on naturally. Lincoln and Guba (1985: 35) said that naturalistic inquiry is a way of observation and data collection is done by natural. It means the data is used by nature setting without manipulation subjects studied. In the expansion, based on the qualitative paradigm, the researchers used a type of naturalistic study in this research. Naturalistic research objective was to determine the topicality, social reality and human perception through recognition of those who may not be revealed through formal or protrusion measurement research questions that have been prepared beforehand. Naturalistic researchers believe that to understand social phenomena are most appropriate when they are able to obtain the facts supporting that the source comes from the perception and expression of the perpetrators themselves.

Sutama (2012: 64) said that naturalistic research studies and works in the natural context means that the thorough research that includes shape, figuration or configuration as an integrated whole that is more meaningful than the sum of the its parts. Naturalism is a term loosely applied in educational theory to systems of training that are not dependent on schools and books but on manipulation of the actual life of education. In terms of orientation, naturalistic research oriented process. Because the process-oriented, naturalistic research is considered appropriate to solve research problems related to human activities, such as:

changes in the development of human behavior, the behavior of students in the school, the role of the doctor and the patient in the healing process, in which the disclosure of the activities of the phenomenon is more multiple and non-linear.

This research is held at SDIT Smart Cendekia. It is sited on Integrated Islamic Elementary School (SDIT) Smart Cendekia Karanganom is located in Hamlet, Village Karanganom, District Karanganom, Klaten. It was established for the general public. The methods of collecting data are observation, interview, and document analysis. The data collection is triangulation. It carried out event, informant and document. The techniques of analyzing data are reduction data, data categorization, synthesis, and arrange work proportionally.

#### **D. Finding and Discussion**

There are four major matters in the research findings.

1. Syllabus in instructional design of English.
2. Learning objectives applies in English instructional design.
3. The instructional material used.
4. Teaching design includes teacher's role, students' role, classroom activity, classroom procedure and media.

The research finding delivers some aspects of syllabus are namely: a) Principle of syllabus, b) Kinds of syllabus and c) Application of syllabus. The learning objectives are general and specific learning outcome. The instructional material is divided into printed and visual material. To clarify the instructional design, there are five aspects have been selected for discussion are namely: a) Teacher's Role, b) Student's Role, c) Classroom Procedure, d) Classroom Activity and e) Media. Teacher's roles are controller, observer, organizer, and explainer. The student's roles are processor, performer, and listener. The classroom procedures are three patterns namely: The Pre-Task Phase (Introduction topic), The task cycle (Task, Planning, Report) The language focus (analysis and practice) and The Pre-Task Phase (Introduction topic) The task cycle (task, planning and report). The classroom activities are Coloring and drawing, Games with movement, Writing activities Song, rhymes and chants Quizzes, games and puzzles, Conversation Practice. The media are grouped into two forms. The first is printed media such as picture, white envelop and colorful paper. The second is

non-printed media that entails slide. The evaluation describes evaluation model and kind of evaluation. The evaluation models are dialogue completion task, multiple choice and reading task. The kind of evaluation involves formative and summative evaluation.

The discussion of the research stated that the writer compared current study to previous research finding and underlying theory. The writer also extended the previous research and underlying theory in different point. The researcher found that the study attempt to complete the previous research. Therefore, the current study was good on instructional design of English teaching, but the writer was aware that it has weakness. This study endeavors to give differences and similarity between previous finding and current finding.

Based on theory, the model of syllabus that is applied by English teacher of SDIT Smart Cendekia Karanganom is functional syllabus. This syllabus is organized around a lot of communicative function and focuses on communicative competence such as requesting, complaining, suggesting, agreeing and disagreeing (Richard, 2001: 154). Therefore, the syllabus development builds the opportunity to teacher the language communicatively. It means that the students are able to know that the language does not only the knowledge but also a device of communication when it is compared with the previous findings which conducted in public elementary school, kindergarten and English the course. The model of syllabus is different with Abrar's work (2012), and the same with Goger's work (2011) and Turketi's work (2012) which based on the BNSP. Both of them focused on language function. It can be concluded that that the content of syllabus has represented the principle of arranging syllabus like what BNSP presented. Therefore, the syllabus which is applied at SDIT Smart Cendekia Karanganom is suitable to indoors instructional design.

When researcher compares to previous findings, it will be different with Gocer's work (2012), Abrar's work (2012), Husein's work (2012), Turketi's work (2010) and Dafei's work (2008). The previous study concerns on High school, English course, teaching learning focused in reading comprehension, teaching English to children with ADHD (Attention Deficit Hyperactivity Disorder) and the learner Autonomy and English Proficiency. The public school has objective which oriented for further studying. Vice versa, the Integrated Islamic Elementary school is prepared to student's excellent and to have complete unity between science and personality.

The instructional finding of study is little bit similar with Turketi's work (2012) Teaching English to Children with ADHD shows the similarity. It means that they also use textbook and handout to support the teaching learning process. Moreover, the finding of Abrar's work (2012) illustrates the diverse instructional material encompasses printed, visual and audio visual. Husein's work finding also stated that it uses the source of inspiration, imagination and creativity to increase abilities to learner. Depart with the matter, it has been briefly that the delivering instructional material is harmonized to Richard's theory (2001: 208) that the instructional material should be aid the student's ability.

Based on the observation of the research, the research finding of English teachers at SDIT Smart Cendekia Karanganom have variety roles. They are controller, observer, organizer and explainer. The English teacher has awareness of their role to aid student to attain their ideal objectives by enduring them continuously to study hard. It is different from previous findings of Gocer's work (2010) and Husein's (2012) work that they emphasize on the role of motivator and explainer. When the researcher attempts to compare with other research, it would be obtained that there were no significant differences. It appeared on Abrar's work (2012), Turketi's research (2010), Dafei's work (2008). It means that all teachers have awareness about their duty as educator and teacher. It seems a little difference in teaching learning process in kindergarten, elementary school and English course. The teacher's role is much more as the tutor. It can be realized that teaching children is different to teenagers and adult.

The research findings that become the student's role at SDIT Smart Cendekia Karanganom are quite good. It is because there are different quality and competence to the learner. The researcher tries to compare the other findings. The learner's aspect really influences some roles of student. It means that the segment of learner's characteristic has an implication to some roles owned by learner. For instance, the research in high school has various roles but in elementary school is cited as participant and listener. It can be seen in the Gocer's work (2010), Husein's work (2012) and Dafei's work. There is a lot of similarity with the Turketi's work (2010).

The current discussion of classroom activity at SDIT Smart Cendekia has reflected the suggestion's theory. In this paragraph, the researcher will compare with Dafei's research (2008). His study revealed a little description about classroom activity. He stated that activity

applied through demonstration and observation. The autonomy is a good idea in theory, but somewhat idealistic as a goal of language teaching in practice. On the other hand, the research of Abrar's work (2012) is about the teaching learning process of English at English course Pare Kediri East Java. He illustrated the classroom activity in detail. In listening teaching, teacher used identifying word from songs or stories. In teaching of speaking, teacher applied oral drill. Related to writing, the teacher conducted free writing. From the comparison with other researcher, it can be obtained that there were similarities and differences with the findings at SDIT Smart Cendekia Karanganom. The similarities are in the teaching speaking. Both of them conducted conversation practice. The differences occurred at Gocer's work (2010). The classroom activity at high school applied diverse activities to build some skill in English. Husein's work (2012). First year students lack many important reading comprehension skills While The activity of classroom at SDIT Smart Cendekia Karanganom is recognizing vocabularies and pronunciation drill.

When the current research is compared with previous study, it can be seen from Gocer's work (2010). He states the classroom procedure in the term namely: introduction, main activity and closing. Husein's work (2012) have term presentation, practice and production. In the researcher's point of view, it has different name, but the glossary of steps are the same.

The other finding of the research is found at Abrar's work (2012). He states the media applied tape recorder. When the current finding conducts varieties of media in teaching learning process, it reveals that school have awareness to complete some devices of teaching encompasses LCD projector, television and creative media such as rainbow envelop and colourful letter. Researcher thinks, it has different media, but the ways are the same.

Along the observation, the teacher at SDIT Smart Cendekia Karanganom applied the evaluation based on Brown's theory (2003: 34). The English teacher applied some tests to evaluate their student's understanding, ability and knowledge. They also apply the government regulation based on value standard (standar nilai).

It has similarity about the evaluation from Abrar's work (2012). His study also engages the summative and formative evaluation. There is a little different with current study. It is also different from the type of evaluation, middle test and final test.

## **E. Conclusion**

This study states instructional design brightly. It portrays all component of instructional design of English teaching learning at SDIT Smart Cendekia, Karanganom, Klaten. All of the aspects of it has been extracted briefly on research finding which contains syllabus, learning objective, instructional material, teaching design, evaluation. The research study established ethnographic study (naturalistic study) where the writer is involved in observation, interview and document analysis in collecting the data. The research has pedagogical implication that instructional design of English teaching which focuses to Integrated Islamic School is absolutely needed to prepare student's competence and attitude in facing market globalization need. The writer also constrains the classroom procedure and classroom activity. The implementation of classroom procedure is applied in the study involves The Pre-Task Phase (Introduction topic), The task cycle (Task, Planning, Report) The language focus (analysis and practice). Those are adapted from Task Based of Language Teaching (TBLT)

Classroom activity is another vignette to make students spend their attractiveness and full attention. The teacher has to make the diverse activity in order to make the learner interested in studying and developing their competence. The classroom activity design is hopefully can attain the student's ability in language learning such role-play, reading aloud, advance organizer, and process approach. The essential role of teacher has major part to build classroom activity. The students enable practice language in functional context. Depart to the previous statements, teachers have role as controller, observer, organizer and explainer.

Therefore, the researcher delivers some suggestions to English teacher in order to motivate the student in classroom engagement, apply the diverse method in teaching-learning process and pay more attention in student activity and the task cycle (task, planning. report) in order the classroom atmosphere becomes comfortable and joyful. The writer also recommends to future researcher widens the scope of research field.

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